

## Role Of Family For Children's Education During A Pandemic In Eastern Indonesia

<sup>1</sup>Weldemina Yudit Tiwery , <sup>2</sup>Febby Nancy Patty , <sup>3</sup>Dian Felicia Nanlohy

<sup>1,2,3</sup> Ambon State Christian Religious Institute  
Dolog Halong Street Ambon Indonesia  
Correspondence email : yudit.tiwery@iaknambon.ac.id

**Article History:** Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 16 April 2021

**ABSTRACT:** The pandemic that occurred in Indonesia in general to the eastern part of Indonesia had devastated the children's future. Schools were closed; children will study from home with limited facilities. The availability of learning devices at home, including laptops, computers, cellphones, and internet quotas, are daily food for every student studying during the pandemic. Parents and families also experience pressure due to changes in children's learning patterns at home during the pandemic. Parents are required to assist when the child goes through the learning process at school until completing the teacher's assignments. As a result, the parents experience pressure due to the school's large number of tasks. The study aimed to determine parents' role in children's learning process at home during the pandemic period by taking samples from several regions in eastern Indonesia. The method used was a case study to reveal the situation of the object being analyzed. Subjects in the study were 75 parents who had elementary school-age children. 25 people were from North Maluku, 25 people were from Maluku and 25 people were from West Papua in February - April 2020 through telephone interview techniques and online questionnaire filling and analysis. The data used thematic data, analysis techniques that emphasize coding by referring to predetermined research questions. Secondary data get from documents, books, research results in the form of reports. Result of study show that implementation of education is the responsibility of parents. Family education is an option that students must undertake when a pandemic hits the country. Family education is an education in family life called the immediate environment or the first environment. Family is the first social group and plays a vital role in children's education. Family is the first and foremost place for children. Children spend more time with family than others. Parents and teachers' roles in the three provinces show that students' and teachers' teaching and learning processes during the pandemic period in Maluku were better than those taken from North Maluku and West Papua. This condition is affected by the ability to master information technology, the use of applications that make it more accessible and useful communication that can ensure optimal interaction between teachers, students, and parents because the process of interaction between parents and children is much more intense and open in Maluku by involving parents in school education during a pandemic.

**Keywords :** *Children ,pandemic, parents, teachers' roles*

### 1. Introduction

The Covid - 19 virus since February 2020 has destroyed the joints of Indonesian children's education, where until January 2021, the number of people infected with Covid - 19 and tested positive was 1,051,795 people, recovered 852,260 people and died 29,518 people. (WHO, 2020). After the Covid-19 pandemic in Indonesia, a problem arose in children's teaching and learning process, where children lost time studying with teachers at school and had to live and study at home with parents who came from different educational backgrounds.(Duflo, 2001). Parents have difficulty in the learning process of their children at home. The role of parents in accompanying children's success while studying at home is very central. (Suryadarma & Jones, 2013). Therefore, (WHO, 2020) released various guidelines for parents in accompanying their children during this pandemic, including parenting tips to be more positive and constructive in accompanying children during home activities.(Lailatul & Ni'mah., 2015). Parents initially played a role in guiding necessary attitudes and skills, such as religious education to obey the rules and good habituation. (Thomas et al., 2004). However, their role has expanded as a companion to academic education. (Tarnoto, 2016). Implementation of education is the responsibility of parents and the surrounding community, not only educational institutions' responsibility.(Björklund & Salvanes, 2011) Family education is an option that must be undertaken by students when a pandemic hits the country. Family education is an education in family life called the immediate environment or the first environment. The meaning is that the education carried out for the family is usually called family life education.(Goldstein, 2013). The family is a vital forum between individuals and groups because it is the first social group in which children are members.(Lareau, 1987). Family

plays an essential role in children's education because family is the first and foremost place for children. (Davis-Kean, 2005) Children spend more time with family than others. Therefore, most children receive education in the family. Besides, the education provided by families to children will be more memorable for children. Therefore, the family's important role in children's education includes physical and health education, mind education, psychological and emotional education, religious and spiritual education, moral and social education. (Berthelsen & Walker, 2008)

Children's education is a family responsibility. Even a family is an essential factor in a child's education. They are relating to family education more operationally. (Erdamar & Demirel, 2014) States that the family has the potential as a foundation for the development of cognitive, affective, and psychomotor aspects of children through the parenting process. The family environment will increase the level of achievement of children in the formal education environment at school. Education will produce a superior generation. Schools should be able to develop creative and innovative programs in building education to produce this superior generation. (Hornby & Lafaele, 2011) The pandemic that occurred in Indonesia in general to the eastern part of Indonesia had devastated the children's future. Schools were closed; children will study from home with limited facilities. The availability of learning devices at home, including laptops, computers, cellphones, and internet quotas, are daily food for every student studying during the pandemic. Parents and families also experience pressure due to changes in children's learning patterns at home during the pandemic. (Berthelsen & Walker, 2008). Parents are required to assist when the child goes through the learning process at school until completing the teacher's assignments. As a result, the parents experience pressure due to the school's large number of tasks. The study aimed to determine parents' role in children's learning process at home during the pandemic period by taking samples from several regions in eastern Indonesia.

**2. Research Method**

The method used was a case study to reveal the situation of the object being analyzed . Subjects in the study were 75 parents who had elementary school-age children. Twenty-five people were from North Maluku, 25 people were from Maluku. The other 25 people were from West Papua in February - April 2020 through telephone interview techniques and online questionnaire filling and analysis. The data used thematic data, namely, analysis techniques that emphasize coding by referring to predetermined research questions. According to the research question, the themes were arranged and become a reference in describing the phenomena. (Schütz, Ursprung, & Wößmann, 2008). Secondary data get from documents, books, research results in the form of reports.

**Results and Discussion**

The results of interviews and online questionnaires to 75 respondents in the three provinces found differences in several parameters, as shown in the table below.

**Table 1.** Time of parents accompany children

No	Location	Number of hours / day
1	North Maluku	2
2	Maluku	4
3	West Papua	3

In a day, the time provided by parents varies from 2 - 4 hours in accompanying children in 3 provinces, this is due to the varied levels of parents' activity, the seriousness and attention of parents who are not optimal for their children and the level of parents' concern for their children's education. still low.

**Table 2.** Forms of parental assistance to children

Form of Assistance	North Maluku ( % )	Maluku ( % )	West Papua ( % )
Create craft assignments	25	35	40
Make Homework	35	35	30
Send assignments to teachers via internet media	30	25	45

The form of assistance shown in the table above shows the differences. Parents in Maluku give greater attention and assistance to children for homework assignments and homework, while sending assignments to teachers is mostly done by parents in Papua. The children in West Papua and North Maluku have not fully mastered information technology and are still dependent on their parents. In contrast, children in Maluku have a slightly better understanding, and mastery of using computers or Android phones, or teachers program in Maluku make it easier for students to send assignments. Parents in Maluku are also thought to have a higher level of seriousness towards their children in the learning process and optimally enforce work from home so that parents have more time at home with their children.

**Table 3.** Time of parents communicate with teachers about children's assignments

Location	Number of hours / day
North Maluku	2
Maluku	3
West Papua	1

Communication time between parents and teachers about children's assignments is very influential on children's learning outcomes. By communicating, parents will get information about the teacher's assignments and the child's learning process during the week. (Cutler & Lleras-Muney, 2010). Building effective teaching and learning activities during a pandemic require more roles between teachers, children, and parents. Effective communication can ensure optimal interaction between teachers, students, and parents. (Lindgren & MacIsaac, 2002). Building character in children requires excellent effort. Various obstacles will arise in the implementation of communication in a school. (Latumahina, Masauna, & Marasabessy, 2020). Schools need to build communication with parents because the process of interaction between parents and children is much more intense and open, so involving parents in school education to build children's character is the right choice, especially during a pandemic. (Van Roekel, 2008) The interaction between three essential components in the educational process, namely teachers, parents, and children, must be more focused.(Goldstein, 2013) These three components interact with each other in the teaching and learning process to form an excellent educational environment. The teacher is the motor in driving education in schools. As a motor and a communicator, teachers interact with various components of education, including children, parents, and other teachers. Teachers and students are part of the education system that requires high interaction. (Rosali, 2020). Therefore, teachers and students need to establish positive communication. Teachers must have the ability to communicate effectively with students and parents. (Honig & Martin, 2014). Ideally, effective communication can optimize the interaction between various education components to create togetherness in the teaching and learning process to achieve maximum results. However, there are often problems with communication in reality. Creating programs that involve teachers, children and parents have a high level of complexity, especially during the pandemic, when it comes to bringing parents into learning activities. Therefore, the school, especially teachers, need to build communication with parents so that parents are directly involved in the learning process, not only as observers. Building fun and comfortable communication patterns can be made with an easy communication process through various communication media, not only through face-to-face communication but also through the media being one of the proper means to foster effective communication. Creating comfort in communication requires empathy. The willingness to be in the other person's shoes makes communication more comfortable for the other person. Teachers must have information and understand the parents' condition to empathize and feel comfortable communicating. (Walters & Corey, 1980). For parents of students to build school involvement through communication with the teacher and harmonizing parenting at home with what children get at school. All problems, including children's constraints and children's strengths, can be communicated with the teacher. Building the child's cognition and personality level will align at home and school. (Syah, 2020). The bright ideas of parents will also be able to drive programs in the school. What is encourages communication between teachers and parents in learning activities for children at school. It will foster a complete sense of trust from parents towards the school through well-established communication and provide a positive assessment. The teacher's communication with the parents of students requires various efforts—the initial communication with both parties' impression. (Sadikin & Hamidah, 2020). Build a positive impression so that parents perceive teachers nicely. Perception is an active and not a passive process, so it will influence people to communicate. The message we send will depend on how people see us, whether to follow it or not and how much we can understand other people. (Björklund & Salvanes, 2011). Exciting impressions will encourage someone to see and try to understand the

message conveyed. The message conveyed needs clarity of information so that parents want to participate in the school's activities.

**Table.4** Difficulties of Parents in assisting the child's learning process

Forms of difficulties for parents in assisting children	North Maluku (%)	Maluku (%)	West Papua (%)
Parents do not understand children's lessons	35	35	30
Parents do not understand the online learning system	35	35	30

**Table 5.** Subjects that are difficult for parents to understand

Subjects that are difficult for parents to understand	North Maluku (%)	Maluku (%)	West Papua (%)
English	40	30	30
Mathematics	30	30	40
Science	25	30	35

**Table 6.** Difficulties in the Learning Process of Children during the Pandemic

Form of Difficulty	North Maluku (%)	Maluku (%)	West Papua (%)
Ownership of android mobile	35	35	30
Ownership of Laptop / Computer	30	35	35
Internet Network	25	50	25

The interaction process in learning during the pandemic involved the teacher as the messenger. At the same time, the students were the message recipients. The messages conveyed through this process are in the form of knowledge, skills, and attitudes that lead to specific competencies. (Universitas Pendidikan Indonesia, 2011). Various knowledge, skills, and attitudes appear in every subject taught in elementary schools. Several findings indicate the causes of learning difficulties for elementary school students in the three subjects in three provinces are many foreign terms; the material is too dense. The students seem to have to memorize the material, limited learning media, students seem to have difficulty understanding the material without the availability of media; teachers who tend to dominate learning. Teacher mastery of the material is weak and too monotonous, weak internet networks, students experience boredom learning in front of computers or cellphones. (Sujana, 2019). Childcare is an ongoing activity through parent-child interaction to encourage optimal child growth and development. An excellent educational environment involves various parties in the learning process. (Syah, 2020). Teachers, students, and parents are the main components involved in the teaching and learning process. Good interaction between the three components can support optimal learning outcomes. (Supardi, 2012). Teachers and students are the main components in the learning process that occurs in various schools in general. However, along with the increasingly complex problems in

education, parents' role becomes essential. Involving parents of students in the learning process at school is not easy. It requires proper regulation, motivation, and portion and role to not overlap with teachers and other parties in the school. The involvement of the main components in education, namely teachers, parents, and children in schools, must be adequately managed. (Utama, 2011). Fact is that most parents still feel that their obligation to educate their children is over after enrolling them in a schooling institution. During the pandemic period, parents' role in the three research locations emphasized more on nurture and care and academic education. However, academic education was not maximal due to differences in parental education, work, and parental activity level at home. (Supriatin & Nasution, 2017)

### Conclusion

The implementation of education is the responsibility of parents. Family education is an option that students must undertake when a pandemic hits the country. Family education is an education in family life called the immediate environment or the first environment. Family is the first social group and plays a vital role in children's education. Family is the first and foremost place for children. Children spend more time with family than others. Parents and teachers' roles in the three provinces show that students' and teachers' teaching and learning processes during the pandemic period in Maluku were better than those taken from North Maluku and West Papua. This condition is affected by the ability to master information technology, the use of applications that make it more accessible and useful communication that can ensure optimal interaction between teachers, students, and parents because the process of interaction between parents and children is much more intense and open in Maluku by involving parents in school education during a pandemic.

### References

- Berthelsen, D., & Walker, S. (2008). Parents' involvement in their children's education. *Family Matters*.
- Björklund, A., & Salvanes, K. G. (2011). Education and Family Background. Mechanisms and Policies. In *Handbook of the Economics of Education*. <https://doi.org/10.1016/B978-0-444-53429-3.00003-X>
- Cutler, D. M., & Lleras-Muney, A. (2010). Understanding differences in health behaviors by education. *Journal of Health Economics*. <https://doi.org/10.1016/j.jhealeco.2009.10.003>
- Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*. <https://doi.org/10.1037/0893-3200.19.2.294>
- Duflo, E. (2001). Schooling and labor market consequences of school construction in Indonesia: Evidence from an unusual policy experiment. *American Economic Review*. <https://doi.org/10.1257/aer.91.4.795>
- Erdamar, G., & Demirel, H. (2014). Investigation of Work-family, Family-work Conflict of the Teachers. *Procedia - Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2014.01.1050>
- Goldstein, L. A. (2013). Family support and education. *Physical and Occupational Therapy in Pediatrics*. <https://doi.org/10.3109/01942638.2012.754393>
- Honig, B., & Martin, B. (2014). Entrepreneurship education. In *Handbook of Research On Entrepreneurship: What We Know and What We Need to Know*. <https://doi.org/10.4337/9780857936929.00013>
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*. <https://doi.org/10.1080/00131911.2010.488049>
- Lailatul, M., & Ni'mah., C. (2015). Hubungan Tingkat Pendidikan, Tingkat Pengetahuan dan Pola Asuh Ibu dengan Wasting dan Stunting pada Balita Keluarga Miskin. *Media Gizi Indonesia*. <https://doi.org/Vol.10.No.1Januari-Juni2015:hlm.84-90terdiri>
- Lareau, A. (1987). Social Class Differences in Family-School Relationships: The Importance of Cultural Capital. *Sociology of Education*. <https://doi.org/10.2307/2112583>
- Latumahina, F. S., Masauna, E., & Marasabessy, H. (2020). Review of mangrove forest ecosystem on the health of Maluku Islands. *Plant Cell Biotechnology and Molecular Biology*, 21(39-40).
- Rosali, E. S. (2020). Aktifitas Pembelajaran Daring Pada Masa Pandemi Covid -19 Di. *Geography Science Education Journal (GEOSEE)*.
- Sadikin, A., & Hamidah, A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. *BIODIK*. <https://doi.org/10.22437/bio.v6i2.9759>
- Schütz, G., Ursprung, H. W., & Wößmann, L. (2008). Education policy and equality of opportunity. *Kyklos*. <https://doi.org/10.1111/j.1467-6435.2008.00402.x>
- Sujana, I. W. C. (2019). FUNGSI DAN TUJUAN PENDIDIKAN INDONESIA. *Adi Widya: Jurnal Pendidikan Dasar*. <https://doi.org/10.25078/aw.v4i1.927>

19. Supardi. (2012). Arah Pendidikan Di Indonesia. Arah Pendidikan Di Indonesia Dalam Tataran Kebijakan Dan Implementasi.
20. Supriatin, A., & Nasution, A. R. (2017). IMPLEMENTASI PENDIDIKAN MULTIKULTURAL DALAM PRAKTIK PENDIDIKAN DI INDONESIA. *Elementary: Jurnal Ilmiah Pendidikan Dasar*. <https://doi.org/10.32332/elementary.v3i1.785>
21. Suryadarma, D., & Jones, G. W. (2013). Education in Indonesia. In *Education in Indonesia*. <https://doi.org/10.4324/9780429397981-5>
22. Syah, R. H. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM: Jurnal Sosial Dan Budaya Syar-I*. <https://doi.org/10.15408/sjsbs.v7i5.15314>
23. Tarnoto, N. (2016). PERMASALAHAN-PERMASALAHAN YANG DIHADAPI SEKOLAH PENYELENGGARA PENDIDIKAN INKLUSI PADA TINGKAT SD. *HUMANITAS*. <https://doi.org/10.26555/humanitas.v13i1.3843>
24. Thomas, D., Beegle, K., Frankenberg, E., Sikoki, B., Strauss, J., & Teruel, G. (2004). Education in a crisis. *Journal of Development Economics*. <https://doi.org/10.1016/j.jdeveco.2003.12.004>
25. Universitas Pendidikan Indonesia. (2011). PENGARUH MOTIVASI BELAJAR SISWA TERHADAP PESTASI BELAJAR IPADI SEKOLAH DASAR(Studi Kasus terhadap Siswa Kelas IV SDN TarumanagaraKecamatan Tawang Kota Tasikmalaya). *Jurnal Penelitian Pendidikan*.
26. Utama, A. M. B. (2011). Pembentukan Karakter Anak Melalui Aktivitas Bermain Dalam Pendidikan Jasmani. *Pendidikan Jasmani Indonesia*.
27. Van Roekel, D. (2008). Parent, Family, Community Involvement in Education. *NEA Policy Brief*.
28. Walters, L. H., & Corey, G. (1980). Theory and Practice of Counseling and Psychotherapy. *Family Relations*. <https://doi.org/10.2307/583738>
29. WHO. (2020). Coronavirus disease (COVID-2019) situation reports. *World Health Organisation*.